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The Developing A Partnership (DAP) training for teachers and aides was designed to assist the teachers who have been trained to teach students and find themselves managers of other adults in the classroom. Evaluation subsequent to the training by a single measure post-test of teachers and aides from five elementary schools in Los Angeles County indicted that the training was successful in its objectives of increasing communication and planning between the teacher and the aide and in developing skills for the aide. Teachers and aides reported a statistically significant positive change in their communication and planning and in aide skill development since the training. A recommendation was made to expand the training to other schools in the county with further study using pre- and post-tests for evaluation. (Author)

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DIRECTED RESEARCH

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DEVELOPING A PARTNERSHIP (DAP)

Teachers as Managers
Aides as Technicians
Does Training Make a Difference?

DIRECTED RESEARCH

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ABSTRACT

Teachers as Managers Aides as Technicians Does Training Make a Difference?

The Developing A Partnership (DAP) training for teachers and aides was designed to assist the teachers who have been trained to teach students and find themselves managers of other adults in the classroom. Evaluation subsequent to the training by a single measure post test of teachers and aides from five elementary schools in Los Angeles County indicated that the training was successful in its objectives of increasing communication and planning between the teacher and the aide and in developing skills for the aide. Teachers and aides reported a statistically significant positive change in their communication and planning and in aide skill development since the training. A recommendation was made to expand the training to other schools in the county with further study using pre- and post-tests for evaluation.

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CHAPTER I

INTRODUCTION TO THE PROBLEM

Background of the Problem

In 1965, a socially conscious government in the United States funded, through the Elementary Secondary Education Act (ESEA), programs bringing paraprofessionals into the classrooms of those students who were below achievement level in schools. These paraprofessionals, or aides, were drawn from local communities and brought community language and culture to the students. They came in to fulfill clerical and housekeeping roles. Today their role has evolved to assisting the teacher with individualizing instruction and increasing home and school communication and participation. The idea of adult assistants in the classroom was not a new one. The first recorded use of paraprofessionals in the schools was 200 years ago when they were hired to allow teachers to work with large numbers of students, which is the same reason they began to be hired in 1965 due to a teacher shortage.

The sudden increase of the use of auxiliary personnel in the classroom during the sixties was not without problems. Most teachers had little experience working

with other adults in the classroom. Some found this responsibility for supervision rather difficult. Also, paraprofessionals were not sure what the job required. There was a need for pre-service and in-service education for both aides and teachers. Teachers found a new role for which they had no formal training: that of supervising, training, and evaluating another adult in the classroom (Gartner, Riessman, & Jackson, 1977). The literature seems to reflect that training was, and still is, subjective. District and/or site specific training programs were, and are currently, being provided for the instructional aides and for the teacher/aide combinations. Studies of large-scale programs seem to indicate consistently that student academic achievement is higher in all classrooms with instructional aides.

Recognizing the need for local training of aides in the classroom, the Office of Los Angeles County Superintendent of Schools developed a training program for teachers and aides in 1982, entitled Developing a Partnership (DAP) workshops. The text was designed and written by a team, Dr. Grata Pruitt and Elsa Brizzi, illustrated by Jon Pearson, and was further developed into training modules by Elsa Brizzi. An outline of the DAP content processes and procedures is as follows:

Communication/teacher

- defining roles and responsibility
- identification and use of aide resources
- defining and clarifying expectations and territories
- clarifying on-going institutional/site policies/procedures/personnel

Communication/aide

- on existing roles and responsibilities and feedback on same
- the law
- liaison between home and school
- translation
- input and feedback on student skill acquisition/social/interpersonal development
- sharing of resources

Planning/teacher

- scheduling of conferences and planning sessions
- determining of agenda
- information sharing
 - class/student goals and objectives
 - input/feedback on student needs/skill acquisition
 - methodology
 - policies/procedures
 - evaluation policies/procedures

Planning/aide

- input on agenda
- information sharing
 - input/feedback on student needs/skill acquisition
- participation in decision making

Technical skills/aide

- analyzing a task and identifying areas of student need based on this process
- using behavioral objectives in assisting with instruction
- planning and delivering student activities
- evaluation of aide activity
- operation within the law

The theory for this aide training was that the groups the aides must interface with in their work must be involved for the training to be effective. The teachers and administration would be involved in the assessment process for tailoring the training to district needs. Both teachers and aides would participate in the training. The teachers would accept responsibility to allow the aide to practice new skills in the classroom and provide assistance in the mastery of the skills. Built into the training was a feedback system where the aides would have an opportunity in the classroom between sessions to practice the skills learned.

Statement of the Problem

Literature reflects the need for training of teachers and aides in the concepts of communication, planning, and the development of skills for the aide to assist the student. The studies have indicated that aides perceive a stronger need than teachers for teacher/aide training (Bertoldi & Duphiney, 1971: Crawford, 1974, 1975, 1976).

The purpose of the DAP training was to develop communication and planning between the teacher and the aide and to further aide skill development in specific

classroom generic areas. Los Angeles County has used the DAP training in some schools in the county. Was there efficacy in this approach to training? Was the time spent in training justified? Was the training effective in the classroom? Were the concepts implemented by the teacher and aide and did they last over a period of time? Did the teacher and the aide perceive that they worked better together after the training?

This study attempted to determine if the teachers and instructional aides who participated in the DAP workshops perceived an increase in the time spent and in the quality of their communication and planning, and to see if they perceived an increase in aide skill development in the specific skills taught in the workshops and further developed in the classroom through the planning and communication.

Definition of Terms

- Paraprofessional: A non-certified person working in the school community, sometimes called aide, or teacher's assistant, or instructional aide.
- Developing a Partnership: A training designed to maximize the team relationship between teacher and aide.

- Communication/teacher: Clarification of role and responsibility with input and feedback with aide on student achievement.
- Communication/aide: Understanding and clarification of role and responsibility with teacher and input and feedback on student achievement. Participation in decision making.
- Planning/teacher: Preparation for implementing student and classroom goals and objectives.
- Planning/aide: Participation in the preparation for implementing student and classroom goals and objectives.
- Aide/technical skills: Generic teaching skills related to student skill acquisition.

Research Questions and Hypotheses

For the purpose of this research, the Developing a Partnership (DAP) training program was the independent variable and the perceptions of the teachers and aides of communication, planning, and aide skill development were dependent variables.

The research questions were: Did the DAP training make a difference in the classroom for the teacher and the aide? Did aides who participated in the DAP training perceive themselves and were they perceived by the teachers as more effective in the classroom as a result of the training? The research objective was to assess the impact of the training in

The classroom by asking the teachers and the aides who experienced the DAP training if they perceived an increase in time spent in planning and communication and an increase in the quality of their planning and communication since the DAP training. The hypotheses of this study were as follows:

- H₁ Teachers and aides would perceive an increase in time spent in planning and in the quality of their planning since the DAP training.
- H₂ Teachers and aides would perceive an increase in time spent in communication and in the quality of their communication since the DAP training.
- H₃ Teachers and aides would perceive an increase in aide skill development since the DAP training.

Significance of the Study

This study was based on a particular training for teachers and aides, the Developing A Partnership workshops. The premise of the training was that if teachers are given some skills to assist them in managing another adult in the classroom through an increase in planning and communication, and the aide also receives training in these concepts as well and on specific skills to assist the teacher in the classroom, then they will perceive a positive difference in the classroom. This training covers specific

behaviors for aides that are incorporated in the Developing A Partnership (DAP) Evaluation survey. If the hypothesis is proven in this study, the results would support this training.

If the teachers and aides perceive an increase in time spent and quality of their planning and communication and an increase in aide skill development as a result of this training, this would indicate that the training is meeting some specific needs of adults who are entrusted with the education of the students.

If the hypotheses are true, then a significant conclusion for action could be drawn. If the training does make difference, then there would be strong support to expand the program to other schools in the district and to look at the concepts of management training for teachers who have been trained to teach students and find themselves managers of other adults in the classroom.

Limitations of the Study

The study focused only on teachers and aides and their perceptions of time spent in communication and planning and on the skills acquired by the aide as a result of the training and the use of the communication and planning. It did not address

possible differences in perceptions by principals, even though they actively participated in the planning and implementation of the training.

The study was limited to one survey questionnaire that asked teachers and aides for their perceptions of the utilization of the concepts of the training. L.A. County had requested evaluation of the DAP training by teachers and aides who had previously attended the workshops. Therefore, no attempt was made to use a control group or to use pre- and post-tests.

The Developing A Partnership (DAP) Workshops Evaluation survey was developed for this study and had not been empirically validated. This study evaluates attitude changes and not behavior change.

The study was limited to one elementary school in a pilot study to attempt to refine the survey instrument and to five elementary schools located in Los Angeles County whose teachers and aides had participated in the training for actual data collection. Some bias may have been caused in the sample.

No attempt to generalize the findings to a larger population was made. However, there was no significant reason to believe that the sample was not representative.

CHAPTER II

REVIEW OF RELATED LITERATURE

The purpose of this study was to find out if training made a difference to teachers and aides in the time spent together on communication and planning and if the aide had developed skills related to assisting student skill acquisition. Studies on the effectiveness of instructional aides in the classroom will be presented.

Following World War II, there has been a steady increase in the use of paraprofessionals in the classroom. A growing national poverty consciousness, a teacher shortage, and strong federal legislation brought a surge of auxiliary personnel into the classroom in the Sixties. Three major laws (the Elementary and Secondary Education Act (ESEA), passed in 1965: the "new Careers Amendment" to the Economic Opportunity Act and the Educational Professions Development Act, both adopted in 1967) brought new programs and funding into education, increasing paraprofessional programs in education by 45 percent. These new paraprofessionals, or instructional aides, were to give the teachers more time for individualized and small group instruction and bring community representatives into the classroom. The new programs brought with them ideas such as team teaching using both teachers and aides and using aides for some instructional tasks in the

classroom. Studies of student achievement made persuasive arguments for expanding use of aides in the classroom, but questions were raised about identifying achievement by the presence of aides in the classroom when there are many known and unknown variables in what we know about cognitive learning in the classroom (Gartner, 1971). Attributing student achievement to any single cause can present problems. Combs, Avila, and Purky (1974) point out that there is research available to show that student achievement can be based on such things as the students' beliefs or even their self-confidence. The authors state that a review of all research available on good and poor teaching, sponsored by the National Education Association in 1961, was unable to show any method that could demonstrate a method of teaching that was either "good" or "bad", and they conclude that training the professional worker would have to be directed to "helping him arrive at clear, consistent, and accurate concepts of the nature of man and his behavior." (p. 45)

Aides in the Classroom

In his review of the literature, Greenberg's (1967) findings relating to the use of nonprofessionals in education from 1942 to 1967 demonstrated commitment to the use of aides in the classroom by those who were involved in teacher aide projects. Criticism came mostly

from those who were not involved in teacher aide projects. Some of the criticisms were the difficulties for the teacher in managing, supervising, and evaluating another adult in the classroom, and justification of large numbers of students in the classroom. Favorable reports included increasing student achievement and enriched classroom environment attributed to the use of aides in the classroom.

Hayes and Richardson (1970) studied the reactions of teachers and principals to 200 teachers' aides in the New Orleans Public Schools. The aides were most successful with small group and individual instruction of kindergarten and first grade children. Administrators reported that an experienced and trained teacher aide staff made it possible to maintain a quality program. Sixty percent of the teachers did not want training on how to use aides in the classroom and 40 percent wanted the team roles of the teacher/aide clarified and wanted shared in-service education on aide utilization. The aides requested further training. Ninety-six percent of the teachers wanted to have an aide assigned to them again the following year.

West (1970) evaluated observations made in the classroom before teachers' aides started and four months after they started helping in the classroom. Ninety

percent of the teachers saw aides as helpful in clerical and housekeeping tasks and in limited supervision of students. Preparation for aides and teacher readiness to have another adult in the classroom were explored.

Bertoldi and Duphiney (1971) studied the use of aides in New York kindergartens, looking at the environment in the classroom. Where aides had an active role in the leadership with the teacher, significant gains were made in reading readiness by the children. There was only one hour weekly training session for aides. The majority of aides and teachers felt that it would be helpful to attend training together, but only a few actually did attend. Recommendations included teacher and aide in-service education, role clarification of aides, communication among the staff, and involving the aide in planning.

Poulos (1971) compared the achievement of third, fourth, and fifth grade students with and without instructional aides in the classroom. Fourth grade students with aides achieved significantly higher scores in arithmetic and reading. There was no difference in the scores of third or fifth grade students. It was noted that the control group of third grade students had tested significantly higher in aptitude when the schools were pre-tested.

Hofmann (1972) compared reading aims of kindergarten, first, and second grade students with and without instructional aides in the classroom. The reading aims were achieved in the kindergarten and first grade with aides and it was observed that the aides were not working with the children in the second grade. Reading aims were not achieved in the classrooms without aides. Aides, principals, and teachers agreed that the aides had met the goal of the program; to work in small groups, to improve the atmosphere of classroom supervision, and to improve communication in the home, school, and community. The aide was the most frequently cited benefit by the teacher.

Hiatt (1978) compared twenty-five classrooms with and without aides in Los Angeles and felt that the study was limited because the teachers were not trained to utilize the aides. Teachers did not perceive aides as "helping hands". Observers reported that the aides were successful with the students and recommended teacher/aide training.

Carter (1979) believed that the classroom was a richer experience for the child with the presence of an aide, but cautioned the teacher of the added responsibilities of helping aides acquire knowledge and skills and to develop a strong team with the aide.

Holzmilller (1982) compared elementary school students' achievement records for students in classrooms with and without aides. Students with aides in the classroom rated significantly higher in reading, arithmetic, and grammar than students who did not have aides in the classroom irrespective of aptitude, sex, and ethnicity. Teachers were of the opinion that teacher effectiveness was increased by the presence of aides in the classroom.

Training for the Instructional Aide

Garland College (1970) had trained teacher assistants for over 50 years and had expanded the program to include instructional aides for five years. It consisted of a four and one-half week intensive training for 68 teachers and 39 aides and trainers and two weeks for the trainers alone to study child development, curriculum development, and individual instruction. Evaluation by participants and an independent study indicate that the training was successful in its objectives of fostering more sensitivity in individuals and greater exchange of ideas among educators filling three different roles in education.

Parkland College (1972) started a year-long program including both on-campus and practicum experience for participating schools with teachers' aides with the emphasis on identifying roles, communication, planning, developmental

psychology, early childhood education, tutoring, recreation drama, and clerical resources. They saw a definite need for aides to help teachers with instruction. Recognition of the value of individual instruction was the basis of this program. The aides responded with enthusiasm, participating in formal and informal activities on the campus. Their average G.P.A. was 3.66 in the program.

Calvin (1974) stressed the importance of teachers, aides, parents, and administration understanding the duties and responsibilities of aides and noted that legislation concerned the utilization rather than the duties of the aide. Training varied from district to district and from state to state in a struggle to define and develop the role of the aide in the classroom.

Sager (1974) made a presentation on the use of ancillary personnel in the classroom emphasizing the teacher as manager. She said new ways would have to be found for the effective use of aides in the classrooms and recommended that teachers develop skills in working with adults and utilizing their skills in the classroom by organizing and planning with the aide.

Mark (1975) points to the declining federal financial resources for paraprofessional programs, yet notes the evolving use of paraprofessionals in the classroom. He points out that despite the mandate in federal programs

since 1967 for training of the paraprofessional in education, 82 percent of the 1,148 school systems in the United States public school systems enrolling 5,000 or more pupils reported that teachers working with aides were the ones who were responsible for the training of the aide. The study was conducted in an effort to standardize paraprofessional programming, training, and utilization.

Lee (1975) studied the achievement of students in two elementary schools and one junior high school in Texas to compare achievement in reading scores of students with trained aides/untrained aides/no aides. There was no significant change in student achievement. A possible cause was suggested to be too much federal support, with sixteen programs being implemented in the schools at the same time, leaving the teachers with no time to use the resources they offered. A recommendation was made to train teachers on how to use instructional aides in the classroom.

The "Education for All Handicapped" Act has returned many handicapped students to the public schools. As a result, Reynolds and Davis (1977) cited the need for aides and teachers in the classroom to have special training in working with the handicapped.

Kelly (1977) reported on the Guidelines for the Training, Utilization, and Supervision of Paraprofessionals and Aides for the Kansas State Department of Education, a carefully compiled document which included a college level program of education for aide training. The committee's statement on training emphasizes it's commitment.

Training provides the necessary background and skills for superior job performance and is essential to the operation of any paraprofessional or aide program. It is widely agreed that paraprofessionals and aides with appropriate training develop specialized competencies which help them to meet the academic and social needs of students.

The training process should be continuous throughout the school year. Training provides for an understanding of the roles and responsibilities of both teachers and paraprofessionals. Thus, the possibilities of misunderstanding and misinterpretations are avoided. In addition, inservice training for professional personnel to effectively use a paraprofessional and aide is extremely important. This area should not be overlooked when plans are being made for a district training plan. (p. 23)

McBride (1978) developed an inservice teaching module for teachers to use with volunteers and aides that was designed to help clarify roles and to improve communication and planning skills.

Evaluation of Aide Training

Brickell (1971) compared 63 classrooms of third grade students with aides and 37 classrooms of third grade students without aides and the students who had

instructional aides in the classroom scored significantly higher in arithmetic and reading than the third grade students who did not have aides in the classroom. Seventy percent of the aides had received inservice training and Brickell questioned whether the training had made the difference. He also questioned whether it was possible to measure the effects of aide or student performance, being "aware of difficulties in proving that any factor or discrete combination of causes produces more learning in a classroom." (p. 4), and stated that these difficulties had not been answered in previous evaluations of this same program. He asked what the connection would be, if any, between measured student achievement in cognitive and affective areas and the presence or absence of paraprofessional services.

Crawford (1974, 1975, 1976) evaluated a program using aides in 49 Los Angeles high schools. He studied opinions of administrators, teachers, aides, parents, and students. In 1974, he concluded that the program was effective in giving individualized instruction to disadvantaged students. Although teachers indicated that they felt no inservice training was needed for aides, the aides requested inservice training and the teacher/aide training with emphasis on the teacher understanding the role of the aide. In 1975, Crawford again found the aide program to be effective, but

the teachers felt that aides needed no inservice training and aides requested teacher/aide workshops. Recommendations included teacher/aide inservice education to increase communication and clarify roles. In 1976, aides were rated as effective with adequate training and teachers cited the major strength of inservice education to be the emphasis on the teacher/aide roles.

Monk (1980), in the 1979-1980 Evaluation of the Great Cities Training Program in Detroit Public Schools, evaluated carefully an extensive training of aide, teacher and aide, and team training for teachers and aides with the emphasis on large group, small group, and one-on-one teaching. As a result of the training, attitudes toward teamwork of both the teacher and the aide improved communication and planning and skill level development of aides. One hundred percent of the teacher/aide teams wanted future team training. Thirty-nine of the 86 participants had experienced summer college level training the summer before and they felt that they had successfully used the skills in the classroom.

Gartner, Riessman, and Jackson (1977) compiled information on a number of paraprofessional programs from Maine to California. They reported that development of management skills for teachers and administrators to utilize and introduce paraprofessionals as instructional assistants in the classroom was necessary for smooth running classes.

Teachers were thrust into a new role, that of manager, supervisor, and evaluator of another adult in the classroom and were not always comfortable with this role for which they had no professional training. The key to success was that the teacher accept and implement role changes. An important factor for teacher and aide teams was supervisory teacher skill in assigning and supervising aide activities. Most aides were still being used by teachers primarily for clerical and housekeeping tasks. Training varied widely from program to program. However, those programs with carefully planned training, whether inservice or college level courses, reported the aides in the classroom to be effective in increased student achievement and enriched classroom climate and discovered that teachers who have had aides in the classroom express a desire to continue to work with aides.

Saterfiel and Handley (1983) studied the impact of instructional aides in the first three grades in Lee County, Mississippi. A five year evaluation showed that students scored an average of the twenty-third percentile in reading achievement before the addition of trained instructional aides to the classrooms. The evaluation showed that the students were scoring above the national mean in reading. Subsequent laws were enacted putting

instructional reading aides in all Mississippi public schools. Attention to work task was directly related to student achievement, with "well developed instructional management patterns displayed by the teacher/aide teams promoting achievement in the children." (p. 10). The greatest successes were with low achieving students.

Summary

In the Sixties, aides began to take an active role in the instructional activities of the classroom where previously their responsibilities had been limited to clerical and housekeeping tasks.

The instructional aide frees the teacher for a greater instructional role and interacts with the children in small group and individual situations. The aide brings the culture of the community into the classroom. The bulk of studies conducted to evaluate the use of trained instructional aides in the classroom demonstrates the value of the aide by citing student achievement, and improved classroom climate. The emphasis in recommendations for training were on communication, planning, role clarification, and aide skill development for the teacher and aide teams.

CHAPTER III

METHOD

Subjects

The focus of this study was on teachers and aides who have participated in the Developing a Partnership (DAP) workshops in Los Angeles County. Data was collected from five elementary schools in Los Angeles County for the study. The participating schools and the dates of the DAP training are shown in Table 1.

TABLE 1

<u>SCHOOL</u>	<u>DAP WORKSHOP DATES</u>
Paramount School District	
Gaines Elementary	3/12/84 to 4/09/84
Los Cerritos Elementary	3/19/84 to 4/30/84
Roosevelt Elementary	10/01/84 to 10/15/84
Keppel Elementary	10/22/84 to 11/15/84
Garvey School District	
Emerson Elementary	1/08/85 to 1/29/85

The five schools employ a total of 115 teachers and 109 aides. Questionnaires were completed by 56 teachers and 68 aides, representing 49 percent of the teachers and 62 percent of the aides in these schools. An additional 29 teachers and 14 aides were dismissed because they had not attended the DAP workshops, or because they

were no longer in a teacher/aide partnership with someone who had attended the training. No attempt was made to reach teachers and aides who were not in attendance at the meetings or the schools.

Table 2 shows the demographic data of the subjects by sex, age, race, school and grade assigned. Eleven teachers (19.6%) and fourteen aides (20.6%) were assigned to kindergarten classrooms with 64 percent of the teachers and 53 percent of the aides working with third grade and under. The majority of teachers (87.5%) and aides (97%) were female. Thirty-nine percent of the teachers and 36 percent of the aides reported their age between 30 and 39. Teachers and aides were similar in all characteristics but race, with 78 percent of the aides and 25 percent of the teachers representing minority races. Eighty-nine percent of the teachers and 91 percent of the aides perceived themselves between moderately confident and very confident to evaluate the effects of the DAP training.

Research Design

Evaluation of training already administered could only be obtained by testing subsequent to the training. Therefore, no pre- and post-tests or control group was used. One survey questionnaire was administered subsequent to the training to measure change in attitude. Comparisons

TABLE 2

COMPARISON OF WITHIN GROUP PERCENTAGES FOR TEACHERS AND AIDES BY SEX, AGE, RACE, SCHOOL AND GRADES ASSIGNED

	<i>Teachers</i>		<i>Aides</i>	
	N	%	N	%
<u>SEX</u>				
Male	4	7.1	1	1.5
Female	49	87.5	66	97.0
Unanswered	3	5.4	1	1.5
	<u>56</u>	<u>100.0</u>	<u>68</u>	<u>100.0</u>
<u>AGE</u>				
Under 20	0	0.0	1	1.5
20-29	6	10.7	12	17.8
30-39	22	39.3	24	35.8
40-49	16	28.6	18	26.9
50-59	5	8.9	5	7.5
60+	0	0.0	4	6.0
Unanswered	7	12.5	3	4.5
	<u>56</u>	<u>100.0</u>	<u>68</u>	<u>100.0</u>
<u>RACE</u>				
Black	0	0.0	1	1.5
Asian	6	10.7	8	11.8
Am. Indian	0	0.0	2	2.9
Hispanic	8	14.3	42	61.8
White	35	62.5	15	22.0
Unanswered	7	12.5	0	0.0
	<u>56</u>	<u>100.0</u>	<u>68</u>	<u>100.0</u>
<u>SCHOOL</u>				
Roosevelt Elementary	10	18.0	20	29.4
Keppel Elementary	12	21.4	14	20.6
Emerson Elementary	19	33.9	17	25.0
Gaines Elementary	4	7.1	5	7.4
Los Cerritos Elementary	11	19.6	12	17.6
	<u>56</u>	<u>100.0</u>	<u>68</u>	<u>100.0</u>
<u>GRADE</u>				
Kindergarten	11	19.6	14	20.6
First	10	17.8	9	13.2
Second	8	14.3	5	7.4
Third	7	12.5	8	11.8
Fourth	3	5.4	5	7.4
Fifth	5	8.9	6	8.8
Sixth	0	0.0	1	1.5
Combination (2 classes)	6	10.7	6	8.8
More than 2 classes	3	5.4	12	17.6
Unanswered	3	5.4	2	2.9
	<u>56</u>	<u>100.0</u>	<u>68</u>	<u>100.0</u>

were made of teachers vs. aides as well as within group changes.

Instrument

The Developing A Partnership (DAP) Workshops Evaluation for teachers and aides was designed for this study. Teachers and aides were asked to evaluate the effects of the workshops subsequent to the training by completing a survey. Part I consists of demographic questions on sex, age, race, grade and school assignment, as well as asking subjects to estimate their confidence in their ability to evaluate the training. There were four direct questions asking if they felt the time spent in communication and planning and the quality of their planning and communication was increased since the training. They were asked if they felt that the students had a better learning experience since the training. Part II consists of 15 statements, each asking for a perception of the subject about the training program. Material in the existing training program was used to develop the statements. Although each statement refers to a specific concept or skill, they are grouped in the broad categories of communication, planning, and aide skill development:

Questions 1 to 5	=	communication
Questions 6 to 10	=	planning
Questions 11 to 15	=	aide skill development

For each of the 15 statements in Part II of the survey, a five point Likert scale was used ranging from:

- (1) much less
- (2) slightly less
- (3) same
- (4) slightly more
- (5) much more

A complete copy of the survey can be found in Appendix A.

A pilot test of the instrument was administered to teachers and aides at Perry School in Orange County. Out of 22 teachers and 22 aides to whom surveys were handed out after school, only eight teachers and nine aides responded. As a result of the poor response, the survey was administered and collected at meetings for the five schools in the study.

All subjects in the pilot test were female. Seven of the aides were white, one Asian, and one Hispanic. Seven of the teachers were white, and one Hispanic. Six of the nine aides perceived themselves as moderately confident and three as very confident to evaluate the effects of the training. Four of the teachers perceived themselves as very confident, two felt moderately confident and two not confident at all to evaluate the effects of the training. Comments and suggestions were requested. No suggestions were given. Comments were made that Perry School offers so many inservice programs that it is difficult to attribute changes to one program.

In response to the question on staff development sessions offered by their school in communication, planning, and teacher/aide development, all nine of the aides and four to six of the teachers responded affirmatively. As a result of comments by the subjects, questions were added to the survey asking teachers and aides perceptions of time spent in communication and the quality of their communication and planning since the training.

Procedure

Permission was obtained from the Los Angeles Superintendent's office to gather data at five elementary schools where the DAP training had been given over the last year (Appendix B). The survey was anonymous, so consent forms were not used. A pilot test had been administered to Perry School in Orange County where the survey had been handed out after school, and resulted in a low response. The instrument was administered and collected at meetings at each of the five schools by one individual and each group was given identical information, that the survey was anonymous, confidential, and voluntary. Data collection was somewhat unsystematic, with some meetings canceled and teachers at one school told in advance the nature of the meeting. The survey was

administered at eight meetings at the five school sites between March 25, 1985 and March 28, 1985.

Treatment of the Data

All returned survey instruments were checked for completeness. Ten instruments where the subjects had indicated they were no longer working in a teacher/aide partnership were discarded. After screening, all usable returns were keyed into a computer and tabulated for analysis.

Mean scores, standard deviation, and one sample t tests for each of the 15 questions on the instrument were calculated for each group, the teacher group and the aide group. For comparative purposes, a two sample t test was calculated for each question between the two groups.

Percentages were calculated for yes and no answers to five questions on planning, communication, and student learning experience.

CHAPTER IV

RESULTS

The questions that were asked for the research were for an evaluation of the DAP training workshops for teachers and aides. A single measure post test was given. Subjects were asked to rate their perceptions of a five point scale. A rating of 3 defined "same" with "more" defined as a rating of 4-5, and "less" defined as a rating of 1-2. The central point of the five point Likert scale indicated no change and the difference from 3 on the scale was examined for significance.

Table 3 shows the number of responses and percentages of responses of teachers and aides as to their perceptions of their ability to evaluate the effects of the training. Ninety-one percent of the aides and 89 percent of the teachers perceived themselves from moderately confident to very confident to evaluate the effects of the training.

Table 4 shows the number and percentages of responses on school-sponsored staff development sessions. Comments from the subjects and the low response rate indicate that the questions may not

TABLE 3
CONFIDENCE OF TEACHERS AND AIDES TO EVALUATE
THE EFFECTS OF THE DAP TRAINING

	<i>Teachers</i>		<i>Aides</i>	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Very confident	17	30.4	27	39.7
Moderately confident	33	58.9	35	51.5
Not at all confident	5	8.9	1	1.5
Unanswered	1	1.8	5	7.4

TABLE 4
STAFF DEVELOPMENT SESSIONS

Our school offers staff sessions in:	YES		NO		NA	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Communication						
Teacher	14	25.0	16	28.6	26	46.4
Aide	27	39.7	3	4.4	38	55.9
Planning						
Teacher	17	30.4	14	25.0	25	44.6
Aide	26	38.2	4	5.9	38	55.9
Teacher/Aide Development						
Teacher	39	69.6	7	12.5	10	17.9
Aide	39	57.4	7	10.3	22	32.4

have been clear.

Table 5 shows the number, mean rating ($\bar{X}$), and standard deviation (SD) of the teacher group and the aide group on each question of the survey. Table 5 also shows t test values for the difference between mean ratings of the group and a population mean of 3 (i.e. no change after training).

Both teachers and aides rated all questions as improved (i.e. more than 3) since the DAP training. The results of each question for both the aide group and the teacher group were significant at the .001 level. It was necessary to turn over the survey to answer questions 9 through 15 and the number drops as a result of subjects not filling out both sides of the questionnaire.

Table 6 shows the result of a two sample t test between the aide group and the teacher group on each of the 15 questions in the survey. Significance at the .001 level was found for 13 of the 15 questions. The aide group perceived themselves as significantly more changed than the teacher group perceived themselves and the aide since the training. It is important to note that the teachers evaluated the effect of the training, not aide performance itself.

TABLE 5

NUMBER, MEAN ($\bar{X}$), AND STANDARD DEVIATION (SD) BY GROUPS
OF TEACHERS AND AIDES DIFFERENCE IN SCORES

		N	$\bar{X}$	SD	t *
Since the training,					
1. Aide understands role in instructional program	Teacher	55	3.98	.65	11.08
	Aide	68	4.38	.85	13.29
2. Aide understands role in partnership	Teacher	56	3.93	.71	9.71
	Aide	68	4.41	.74	15.26
3. Aide knows resources of school and community and makes use of them	Teacher	56	3.50	.69	5.37
	Aide	65	4.09	.79	11.04
4. Aide understands the legal parameters affecting the duties and responsibilities of Aides	Teacher	56	3.80	.77	7.71
	Aide	67	4.54	.61	20.51
5. Aide understands importance of task analysis approach to learning	Teacher	52	3.69	.70	7.04
	Aide	67	4.48	.70	17.18
6. The Aide is a contributing member of the partnership	Teacher	56	3.89	.73	9.04
	Aide	68	4.38	.75	14.95
7. Aide understands individual and collective roles in partnership	Teacher	56	3.88	.74	8.82
	Aide	68	4.38	.75	15.06
8. Aide uses systematic steps to problem solving	Teacher	54	3.70	.69	7.39
	Aide	67	4.25	.80	12.69
9. Aide specifies exactly what skills or behaviors learner is to acquire prior to lesson	Teacher	50	3.48	.65	5.17
	Aide	62	4.18	.82	11.24
10. Aide utilizes own special skills: language, culture, community knowledge	Teacher	50	3.74	.69	7.51
	Aide	64	4.44	.81	14.11
11. Aide uses specific objectives assisting with instruction	Teacher	50	3.56	.64	6.13
	Aide	62	4.32	.81	12.73
12. Aide uses techniques and strategies which meet student objectives	Teacher	50	3.74	.69	7.51
	Aide	63	4.30	.75	13.65
13. Aide assesses student performance based on sequence of task-analyzed subskills	Teacher	50	3.62	.73	5.95
	Aide	62	4.18	.80	11.52
14. Aide uses effective classroom disciplinary procedures	Teacher	52	3.77	.83	6.63
	Aide	63	4.24	.76	12.85
15. Aide evaluates own activity	Teacher	51	3.67	.74	6.40
	Aide	63	4.38	.75	14.49

p < .001

TABLE 6

DIFFERENCE BETWEEN TEACHER GROUP AND AIDE GROUP PERCEPTIONS ON
DEVELOPING A PARTNERSHIP (DAP) WORKSHOPS EVALUATION QUESTIONNAIRE

	<u>t</u>	df	p
1. Aide understands role in instructional program	1.35	121	NS
2. Aide understands role in partnership	3.36	122	.01
3. Aide knows resources of school and community and makes use of them	4.41	119	.001
4. Aide understands the legal parameters affecting the duties and responsibilities of aides	5.81	121	.001
5. Aide understands importance of task analysis approach to learning	6.09	117	.001
6. Aide is a contributing member of the partnership	3.64	122	.001
7. Aide understands individual and collective roles in partnership	3.71	122	.001
8. Aide uses systematic steps to problem solving	4.04	119	.001
9. Aide specifies exactly what skills or behaviors learner is to acquire prior to lesson	5.05	110	.001
10. Aide utilizes own special skills: language, culture, community knowledge	4.95	112	.001
11. Aide uses specific objectives assisting with instruction	5.55	110	.001
12. Aide uses techniques and strategies which meet student objectives	4.10	111	.001
13. Aide assesses student performance based on sequence of task-analyzed subskills	3.88	110	.001
14. Aide uses effective classroom disciplinary procedures	3.48	113	.001
15. Aide evaluates own activity	5.07	112	.001

Table 7 shows the number and percentage of responses to direct questions on planning and communication. Affirmative responses from the aide group range from 13 percent to 22 percent higher on each question than the teacher group. Teachers and aides disagreed on whether they had increased the time spent on planning, but both groups indicated that the quality of their planning increased. They were much more aware of changes in communication than in planning. It is interesting to note the difference in opinion of teachers and aides on whether or not students have had a better learning experience since the training. A positive effect leading to a better learning experience from the effects of the training was perceived by 64.3 percent of the teachers and 86.8 percent of the aides.

TABLE 7

NUMBER AND PERCENT OF SUBJECTS FROM TEACHER GROUP AND
AIDE GROUP OF SELF PERCEPTION ON COMMUNICATION AND
PLANNING FOLLOWING DEVELOPING A PARTNERSHIP WORKSHOPS

		<u>YES</u>		<u>NO</u>		<u>NA</u>		<u>Total</u>
		<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	
Since the DAP workshops, do you find that you spend more time planning?	<i>Teacher</i>	26	46.4	29	51.8	1	1.8	56
	<i>Aide</i>	45	66.2	20	29.4	3	4.4	68
Since the DAP workshops, do you find the quality of planning has increased?	<i>Teacher</i>	33	58.9	19	33.9	4	7.2	56
	<i>Aide</i>	46	67.6	15	22.1	7	10.3	61
Since the DAP workshops, do you find that you spend more time communi- cating?	<i>Teacher</i>	35	62.5	18	32.1	3	5.4	56
	<i>Aide</i>	51	75.0	15	22.1	2	2.9	68
Since the DAP workshops, do you find that the quality of communication has increased?	<i>Teacher</i>	35	62.5	18	32.1	3	5.4	56
	<i>Aide</i>	55	80.9	11	16.2	2	2.9	68
Since the DAP workshops, do you find that the students have a better learning experience?	<i>Teacher</i>	36	64.3	15	26.8	5	8.9	56
	<i>Aide</i>	59	86.8	6	8.8	3	4.4	68

CHAPTER V

SUMMARY AND CONCLUSIONS/IMPLICATIONS

Review of the Problem

The question asked by the study was, "Does training make a difference?" The Developing A Partnership training for teachers and aides taught the management skills of planning and communication to enable the teacher to act as manager of another adult in the classroom. Specific skills were taught the aide as well. Teachers and aides reported confidence in their ability to evaluate the effects of the training.

Discussion of the Findings

The data supported the hypotheses. Significant changes were perceived by the teachers and the aides as a result of increased communication and planning between them in their partnership. Skills that the aide had learned were being demonstrated in the classroom. The survey asked direct and indirect questions in the areas of communication, planning, and aide skill development. Teachers and aides responded positively to every question indicating that they perceived significant positive change as a result of the DAP training. It is important to note that the lowest mean score was a

3 (i.e. no change after training).

Teachers and aides surveyed had received the training from three months to one year before the evaluation. Overall positive results were reported regardless of the length of time since the training.

There was a significant difference in the way aides perceived themselves since the training and in the way the teachers perceived them. Aides apparently see themselves as receiving more from training than teachers perceive that they gain. It is interesting to note that this trend is supported in literature. In studies examined for this research, it has been demonstrated consistently since 1946 that teachers perceive training for aides as less valuable than aides perceive training. It may be possible that there is a Hawthorne effect for the aides. Attention was focused on the aides by the study. The aides haven't had as much training as the teachers and could believe that saying the training made a difference would lead to further training. It is noteworthy to acknowledge that for the purpose of the research, teachers were evaluating training, not aide performance. The survey only evaluated attitude change, not behavior change and performance was not measured.

Both teachers and aides perceived that they spent more time in communication and that the quality of their communication and planning had increased since the training. Teachers and aides reported that their students have a better learning experience since the training.

Data collection was somewhat unsystematic, and was collected from a specified population and should not be generalized to a larger population.

Conclusions

The results show that the DAP training is meeting some specific needs of adults who are entrusted with the education of students. Teachers positive response to the training could be because they were involved in the assessment process for tailoring the training to the district needs and in the training itself. There is evidence that the skills learned in the training were carried on in the classroom in the teacher/aide partnership over a period of time, since the training had been received by the participants at various times throughout the year. Results indicate that the training had positively affected the classroom climate. Both teachers and aides were

of the opinion that what they had received in the training had resulted in a better learning experience for the students.

There is a significant conclusion for action as strong support has been demonstrated for Los Angeles County to expand the training to other schools. A review of the literature has revealed reports of positive effects in the classroom where aides have received training.

Suggestions for Future Research

The positive reception of the DAP training by teachers and aides in five Los Angeles County schools supports the use of the management concepts of communication and planning that were the basis of the training. Further investigation in the use management training to apply in the field of education is recommended. Much has been developed on leadership styles, roles, and supervisory relationships in current literature that could be applied to schools, where teachers who have been trained to teach students find themselves managers of other adults in the classroom.

Further research comparing student achievement

of classrooms where the teacher and aide have been DAP trained to classrooms with untrained teacher and aide is recommended.

There was more unequivocal evidence from the direct questions than from the indirect questions in the survey. The use of direct questions is recommended in future research.

A single measure was used in the survey. Recommendations for future research would include the use of pre- and post-tests and a control group.

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